
MULTINATIONAL COMPANIES SUPPORT FOR STUDENTS THROUGH CORPORATE SOCIAL RESPONSIBILITY IN COMMUNITY SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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Abstract

The study investigated multinational companies support for students through corporate social responsibility in community secondary schools in Rivers State, Nigeria. Two research questions and two corresponding null hypotheses were formulated to guide the study. The design employed for the study was a descriptive survey design while the population of the study consisted of 129 respondents which comprised 29 Community Relations Officers (CRO) and 100 community secondary school principals while the sample for the study was 65 respondents consisting of 15 Community Relations Officers (CROs) and 50 Principals. The sample size for the study was determined using a multi-stage random sampling technique. The instrument used for data collection was a 10 items questionnaire tagged "Corporate Social Responsibilities of Multinational Companies for Students Support Questionnaire" (CSRMCSSQ) which was face and content validated by three experts in Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was determined using Cronbach Alpha statistics with an average index of 0.89. Copies of the questionnaire were administered to the respondents of the study by the researcher with the aid of three trained research assistants. Research questions raised were answered using mean, standard deviation and rank order while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study indicated that there was a low contribution of these multinational companies in the performance of their social responsibilities in the areas of provision of health care services and skill development for student support in community secondary schools in Rivers State. It was recommended that these companies should partner with these schools in the provision of training and internship for students skill development in these communities.

Keywords: Corporate Social Responsibility, Multinational Companies, Students Support.

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Introduction

The success of any educational programme or system depends on the level of collaboration between all relevant education stakeholders. Students just like teachers and other stakeholders need to be provided with the right level of support if their individual and collective educational aspirations must be achieved. Students' support is important for students to be able to meet their educational obligations and needs meaningfully. When students are supported, they can be able to take care of their

personal and educational needs and even provide personal assistance for themselves when necessary from the aid they have received. This means that the support gotten by students from society promotes the possibility of self-sufficiency in the long run. The concept of students' support is used interchangeably with the concept of students' self-reliance. Education is one of the social services which contributes to student's self-reliance at different levels (Sanga, 2016) and students need to be supported if they must meet their educational needs. This is where the contribution of private organizations such as multinational companies becomes imperative in providing for the educational needs of students as part of their corporate social responsibility to their host community.

Corporate social responsibility focuses on the way organizations give back to their host, as a way of paying back for a suitable environment provided for business activities. It is a form of commitment to the well-being of stakeholders who have a direct or indirect connection with the business activities of the organization. Similarly, educational stakeholders perceive corporate social responsibility to be an action plan enforced by an organization for improving the impact of the organization on people around its business environment. Baker (2011) pointed out that this action plan can be financial or otherwise but should have an impact on the livelihood of the beneficiaries. This does not only promote the profitability of the organization but also the well-being of the general public.

Any reasonable formal organization will often assess the impact of its presence on the people within its environment. Based on this premise, the organization will make it a point of duty to consider the members of the public in its plan and make a conscious effort to ensure that it contributes to the actualization of the needs of the members of the society. Macmillan in Keffas and Olulu-Briggs (2011:11) asserted that:

Corporate social responsibility describes a company's obligation to be accountable to all its stakeholders in all its operations and activities. Socially responsible companies will consider the full scope of their impact on communities and the environment when making decisions, balancing the need of stakeholders with their need to make a profit.

These organizations use this medium to also promote the popularity of the organization as well as improve the image of the business. Corporate social responsibility is therefore part of the managerial practices of any organization that intends to succeed in business within the environment where it operates. Multinational companies that intend to succeed in business, owe it as a duty to provide for the basic need of members of their host community and this is where the need for supporting students' needs become imperative. These multinational companies can support students in different ways including provision of health care services for uninterrupted school attendance and investing in students' skill development for meaningful living in and outside the school environment.

There are important personalities who mediate on behalf of their stakeholders in the enforcement of any meaningful social corporate responsibility activity. These stakeholders include the Community Relations Officers on behalf of the companies and the principals on behalf of the school. Researchers such as Amodu (2012:48-49) have asserted that "the practice of good community relations assists the organization

in securing its needs from the community while it also provides what the community expects". Community relations provide a suitable environment for companies to operate among their host communities and it is the responsibility of the community relations officer to enforce this negotiation on behalf of the company. This is done by interacting with the community to identify their challenges and expectations from the community. On the other hand, it is the responsibility of the principal to help identify the areas of need of the school and to also determine those who are qualified for any form of aid as the administrative head of the school. These individuals must therefore interact meaningfully for students to benefit from the CSR of companies and for the community to provide a peaceful environment for the operations of the company.

Health care service is a necessity for students to be able to pursue their educational aspirations. According to Kuponiyi et al., (2016), health services consist of a health care delivery system that includes first aid treatments and major operations which are aimed at minimizing incidences of illness and health challenges that can hinder the educational aspiration of students. Students in secondary school require quality health care service as it provides them with the opportunity for a right start in their educational aspirations.

Over the years, the number of students enrolling in different levels of education has continued to increase. However, health care services need to be provided to enable students to harness other benefits of education which will enable them to live a meaningful life. In the process of providing health care services, emphasis needs to be paid on health appraisals as well as the control of communicable diseases. This is, in addition, to record-keeping and supervision of the health of school students and staff to excel educationally. The health appraisal component of health care delivery provides the opportunity for quick detection of signs and symptoms of notable diseases as well as managing signs of emotional disturbances that could hinder the learning experiences of students.

Health care services for staff and students of schools are both curative and preventive services and this helps in the planning of educational programmes and activities that will lead to the attainment of the goals and objectives of education. Similarly, schools with quality health care services can conduct pre-entry medical screening for prospective students as well as regular health screening and examination which keep students in shape for their educational aspirations. Private organizations can assist students and schools in diverse areas of health needs such as the maintenance of school health records, provision of sick bays for staff and students, provision of first aid treatment where necessary and even sponsoring referral health services that require professional attention.

Educational research has revealed that most teachers agreed that although medical services are important for educational delivery, these services are often not available and this reduces the fitness of students for educational activities both within and outside the classroom. Similarly, most public schools have shortages of health care facilities which can easily be corrected through private participation. In the same manner, community schools both at the primary and secondary level are faced with the problem of shortage of medical care due to the absence of clinics in these communities and this contributes to the health challenges of students in these schools.

Adeniran and Ezeiru (2016) pointed out that health care services in schools include projects and activities which will enable students to remain physically, mentally and emotionally fit for rigorous educational activities. Since students spend most of their time in school, it is appropriate that the school should be able to provide basic health care services for the students under their care. However, since most of these schools are faced with the challenge of paucity of funds, they will require the assistance of private organizations such as multinational companies in the provision of required health personnel, facilities and practices that will enable them to teach and learn without limitations.

According to Anderson in Akerele (2011), health is simply the quality of physical, emotional as well as mental well-being of an individual which enables him or her to live effectively and enjoy life. Therefore, health is a state of mind which requires the appropriate functioning of all the organs of the body and this can only be achieved through the provision of quality health care service. The outbreak of diseases is a health condition that cannot be avoided. However, private organizations can assist by providing health resources that will be used to address this anomaly when they arise in the school.

In most developed nations, diverse health laws are being formulated and implemented to build a productive society. However, this objective cannot be achieved without the corporation of the private sector. Therefore, private organizations including multinational companies must take the issue of health care seriously and as part of their social responsibility to their host community. Providing students with quality health care will reduce the rate of absenteeism from school and in return reduce the level of student's dependence on families and friends. In some cases, students stay a long time out of school as a result of diverse degrees of health challenges. However, if there is a robust health plan in the school through the social responsibility of these organizations, it will become easy for the health needs of students to be taken care of as well as enable the students to attend school regularly.

Health practitioners such as Nwanachukwu (2000) believe that health care services in the areas of immunization against diseases, preventing and controlling of endemic diseases, provision of treatment against common diseases and injuries as well as providing essential drugs and supply are areas where private individuals can assist the school system. The private sector should be able to provide doctors, physicians, nurses, dietitians, dentists and other health practitioners who will assist in appraising, promoting, protecting and maintaining the health of all school personnel such as teachers and students among others. This goal can be achieved through; appraising the health status of the school children as well as school personnel, provision of counselling services in health-related areas to school children, parents and other educational stakeholders, provision of remedial health services to those with defects, assisting in the identification and education of students with health issues as well as providing emergency health services. This trend will go a long way in ensuring the smooth administration of the school.

The possession of requisite skills plays an important role in today's world of work. When it comes to the issues of employment, employers of labour have shifted focus from the demand for certification to the possession of pre-requisite skills as a condition for employment (Ravi & Steve, 2020). This development has contributed to

the various reforms and innovations in the provision of entrepreneurship education at different levels of education. Students' employability depends largely on the skills acquired and this is why students need to be skilled to be self-reliant after graduation. Educational stakeholders have therefore concentrated attention on the provision of skills and training programmes as a condition for preparing students for the labour market.

The private sector which includes multinational companies have a lot to do in preparing students for self-reliance in the face of rising youth unemployment and this can only be achieved when they pay more attention to the provision of technical and vocational training programmes in schools. In the same vein, the private sector has a role to also play in the provision of necessary facilities which will make technical and vocational education successfully implemented across different levels of education. There is no doubt that the success of vocational training exercises across different levels of education depends on the availability of requisite infrastructure and this is an area where multinational companies can intervene to assist students to acquire the skills needed for their self-reliance after graduation from school.

Multinational companies involved in goods production and service delivery across the world pay great emphasis to skill development among students across all levels of education as this provided the platform for sourcing for the needed manpower that will help to fill available vacancies in the organization. This has made some of these companies to avail their physical, human and material resources to students as a way of preparing them for the future labour needs of the organization. However, some of these organizations pay emphasis on certain technical skills which are related to the organization's line of business. This effort is geared towards preparing these students for the future of the organization.

Skill development for secondary school students is not only for the benefit of the organization but also for the interest of the students and other members of the public. When students are trained and educated in the area of skill development for societal needs, it provides them with the opportunity to proffer solutions to societal problems which can become a revenue-generating platform for these schools. Similarly, the process of training students for the acquisition of contemporary skills helps to enhance their competence and broaden their critical thinking ability which is a necessity for entrepreneurship interest and wealth creation.

The introduction of skill development programmes to students in secondary schools enables them to venture into different innovative ventures which can assist in solving societal problems. Samer et al., (2018) added that training and skill development among students is not only for the benefit of the company providing the service but also the community hosting these students. Multinational companies, therefore, have a huge responsibility to play by creating the right environment for student's skill development, assisting the school to partner with requisite industries as well as providing opportunities in the company for students to be acquainted with the practices of the company. This helps to improve the ability of the student to gain support and as such reducing the level of dependence both in the present and in the future.

There are diverse problems that secondary schools face in the provision of technical and vocational education for students such as lack of infrastructure, lack of entrepreneurial motivation, lack of awareness on technical and vocational opportunities as well as the shortage of technologies among others. These problems can be easily managed when the school has a good relationship with multinational companies in the society who can use their global connection to proffer both local and international solutions to these problems. Students, therefore, have a lot to benefit from being assisted in the area of skill development by multinational companies and this is for the benefit of the company providing the training, the community and the student who through this means must have been equipped technically for independence, job creation and wealth creation.

Theoretical Framework

This study was anchored on the Contingency Theory of Social Performance developed in 2000 by Husted. The proponents of this theory believed that if any firm must succeed in its business objectives, a conscious effort must be made to win some level of social support from the environment. These firms must therefore make a concise effort to meet and even exceed the expectations of the members of the host community where it operates. Therefore, firms that work towards achieving a high level of social performance are more likely to achieve their economic objectives in the long run.

Therefore, it is the responsibility of formal organizations in any environment to identify some of the social problems affecting the communities where they operate and seek ways to deal with these problems. The responses that the firm provides to the community should therefore be based on the nature of the challenges confronting the society. This makes more impact and promotes mutual benefit between these stakeholders. The theory, therefore, establishes the fact that corporate performance is often based on the social response to social issues.

Similarly, rather than focus on general problems facing societies, business organizations must be able to identify and solve problems facing the people in the environment where they operate. This implies that these organizations must be able to manage social issues in the environment as well as manage the stakeholders in the environment to succeed in their business plan. This should form part of the principles guiding the organization for maximum performance.

The contingency theory of social performance is related to this study based on the fact that no company can succeed in meeting its goals and objectives without embracing the problems confronting the members of the host communities where they operate. There are multinational companies that find it difficult to operate in their environment because of the stiff relationship between them and the host communities. This makes the host communities pose a threat rather than an asset to the activities of the organization. Business organizations must therefore have contingency plans in place as part of their corporate social responsibility to address the social problems of the members of the community where they operate as this will go a long way to help

address the social needs of the people as well as contribute to the profitability of the organization which is its main objective.

Aim and Objectives of the Study

The study aimed to investigate multinational companies support for students through corporate social responsibility in community secondary schools in Rivers State, Nigeria. The objectives of the study were to:

1. examine the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State.
2. ascertain the extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What is the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State?
2. What is the extent to which multinational companies contribute to skill development for student support in community secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

1. There is no significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to skill development for student support in community secondary schools in Rivers State.

Methodology

The design adopted for the study was a descriptive survey design. The population of the study consisted of 129 respondents comprising 29 Community Relations Officers (CRO) and 100 Community Secondary Schools Principals while the sample for the study was 65 respondents comprising 15 Community Relations Officers (CROs) and 50 Principals of the Community Secondary Schools in Rivers State. The sample size for the study was determined using a multi-stage random sampling technique where 50% of the 23 local government areas in Rivers State were randomly drawn with replacement to arrive at the 12 oil-producing Local Government Areas for this study. Furthermore, 50% of the 29 CROs of the selected major MNCs and 100 principals in these 12 selected local government areas were drawn to arrive at the 15 CROs and 50 principals that made up the 65 respondents that were sampled for the study.

The instrument employed for the collection of data was a 10 items questionnaire titled “Corporate Social Responsibilities of Multinational Companies for Students Support Questionnaire” (CSRMCSSQ) which was responded to on a four-point modified Likert scale of Very High Extent, High Extent, Low Extent and Very Low Extent with weighted scores of 4, 3, 2 and 1 respectively. The face and content validities of the instrument was determined by three experts in Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was determined using Cronbach Alpha statistics with values of 0.91 and 0.87 for the two clusters of the instrument and the average reliability was 0.89. The copies of the questionnaire were administered to the respondents of the study by the researcher with the aid of three trained research assistants. The research questions raised were answered using mean, standard deviation and rank order while the hypotheses were tested using z-test at 0.05 level of significance.

Results and Discussion

Answer to Research Questions

Research Question One: What is the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State?

Table 1: The extent to which Multinational Companies Contribute to the Provision of Health Care Services for Students Support

S/No	Items	CRO n=15		Principals n=50		Mean Set		
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Ranks	Decision
1	Provision of sanitary kits to students who need sanitary support	2.33	0.91	1.64	1.03	1.99	3 rd	Low
2	Equipping the school clinic with drugs to cater for students' health needs	2.33	1.00	1.60	1.08	1.97	4 th	Low
3	Sponsoring de-worming exercise to prevent students from falling sick	2.27	1.07	2.40	1.13	2.34	1 st	Low
4	Supporting theatre operations to assist students with major health needs recover and return to school	2.13	0.58	1.40	0.65	1.77	5 th	Low
5	Training school medical personnel who will handle the health needs of students	2.67	1.00	1.48	0.93	2.08	2 nd	Low
	Grand Mean & SD	2.35	0.91	1.70	0.96	2.03		Low

Table 1 showed that the CROs responded to items 1, 2, 3, 4 and 5 with mean scores of 2.33, 2.33, 2.27, 2.13 and 2.67 while the responses of the principals to the same set of items produced mean scores of 1.64, 1.60, 2.40, 1.40 and 1.48. Item 5 from the CROs had a mean score of 2.67 and implied response of high extent while the other items 1, 2, 3 and 4 with mean scores of 2.33, 2.33, 2.27 and 2.13 as well as items 1, 2, 3, 4 and 5 from the principals with mean scores of 1.64, 1.60, 2.40, 1.40 and 1.48 were all below the criterion mean score of 2.50 and as such implied a low extent to the items. The grand mean score of 2.35 also indicated a low extent, as well as the grand mean score of 1.70 from the principals and this, implied a low extent to which multinational companies contribute to the provision of health care services for students support in community secondary schools in Rivers State. This was further supported by the average mean score of 2.03 which implied that the respondents agreed that there was a low extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State. In terms of ranking, item 3 which was on de-worming of students came 1st while item 4 which was on theatre operations came 5th while the other items 5, 1 and 2 were ranked 2nd, 3rd and 4th respectively.

Research Question Two: What is the extent to which multinational companies contribute to skill development for student support in community secondary schools in Rivers State?

Table 2: Mean and Standard Deviation on the extent to which Multinational Companies Contribute to Skill Development for Students Support in Community Secondary Schools in Rivers State

S/No	Items	CRO n=15		Principals n=50		Mean Set		
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Rank	Decision
6	Construction of facilities in the school where students can learn new skills	2.93	0.89	1.76	0.99	2.35	3 rd	Low
7	Supplying students with equipment such as computers, sewing machines for skill development	2.07	0.66	1.84	1.16	1.96	5 th	Low
8	Organizing skill acquisition programmes where students can learn any skill of their choice	3.33	1.09	1.80	1.13	2.57	2 nd	Low
9	Mobilizing trainers who come to the school to identify and train students on essential skills for life	3.13	0.93	2.28	1.41	2.71	1 st	High

	support							
10	Partnering with the school in organizing skill development interactive sessions	2.67	0.69	1.80	0.98	2.24	4 th	Low
	Grand Mean and Standard Deviation	2.83	0.85	1.90	1.13	2.36		Low

Table 2 indicated that the responses of the CROs sampled for the study to items 6, 7, 8, 9 and 10 produced mean values of 2.93, 2.07, 3.33, 3.13 and 2.67 while the principals responded to the same set of items with mean values of 1.76, 1.84, 1.80, 2.28 and 1.80. Aside from item 7 with a mean score of 2.07 from the CROs which implied a low extent, the other items 6, 8, 9 and 10 with mean scores of 2.93, 3.33, 3.13 and 2.67 which were above the criterion mean score of 2.50 implied a high extent of their existence while the responses of the principals to the same set of items all produced mean scores that were below the criterion mean score and this implied a low extent of their existence. The grand mean score of 2.83 and 1.90 suggested that the CROs believed there was a high extent while the principals believed there was a low extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State. However, the average mean score of 2.36 suggested that on average, there was a low extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State. The ranking showed that item 9 came first indicating that trainers were mobilized by the companies to train students in relevant skills while item 7 came 5th indicating that little attention was given to the supply of equipment for skill development while the other items. 8, 6 and 10 had the position of 2nd, 3rd and 4th respectively.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State.

Table 3: Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Community Relations Officers and Principals on the extent to which Multinational Companies Contribute to the Provision of Health Care Services for Students Support in Community Secondary Schools in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Community Relations Officers	15	2.35	0.91	63	2.40	2.00	0.05	Rejected
Principals	50	1.70	0.96					

Table 3 showed the value of z-cal. to be 2.40 and this was less than the value of z-crit. of 2.00 at 63 degrees of freedom and 0.05 level of significance. Therefore, since the value of z-cal. of 2.40 was more than the value of z-crit. of 2.00, the null hypothesis was rejected, and this meant that there was a significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to the provision of health care services for students support in community secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to skill development for student support in community secondary schools in Rivers State.

Table 4: Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Community Relations Officers and Principals on the extent to which Multinational Companies Contribute to Skill Development for Students Support in Community Secondary Schools in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Community Relations Officers	15	2.83	0.85	63	3.43	2.00	0.05	Rejected
Principals	50	1.90	1.13					

In table 4, the value of z-cal. of 3.43 was more than the value of z-crit. of 2.00 at 63 degrees of freedom and 0.05 level of significance. Therefore, since the value of z-cal. of 3.43 was more than the value of z-crit. of 2.00, the null hypothesis was rejected and this indicated that there was a significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State.

Discussion of Findings

This subsection focuses on the discussion of findings on the contributions of multinational companies to the provision of health care services and skill development for student support in community secondary schools in Rivers State. This is explained as follows:

The extent to Which Multinational Companies Contribute to the Provision of Health Care Services for Students support in Community Secondary Schools in Rivers State

There was an agreement between CROs and principals in their responses that there was a low extent to which multinational companies contribute to the provision of

health care services for student support in community secondary schools in Rivers State. In a very similar dimension, Dropper and Bennett (2015) reported in the findings of their study that firms in the study area practised common CSR activities such as differential pharmaceutical pricing, strengthening developing country drug distribution infrastructure, health initiatives, and targeted health research and development in their host environment. Health care plays a significant role in the educational life of any student as this determines the wellness of the student to take part in any educational activity. This is why some multinational companies invest heavily in the health sector to build healthy, robust and agile personnel both on and off work.

One of the ways through which multinational companies support health drives is by deploying their medical personnel and facilities to provide medical aid where necessary. However, the representative of the company and the principal both pointed out that there was a low extent to which these companies allow their medical personnel to provide medical advice to students at no cost. This implies that these companies do not deploy their medical team or facility to provide medical advice to students. However, the respondents both agreed that the company organizes health awareness campaigns for students with minor ailments. This arrangement may sometimes be through the engagement of health experts within or outside the organization. This kind of health campaign or awareness programme is important for keeping students fit to carry out their academic activities. Regular health awareness and campaigns from these companies will therefore enable students to develop the right stamina to carry on with the demands of formal education. There was also a uniform agreement between the respondents that there was a low extent to which medical bills of students with major health issues are taken care of by the company. This implies that when students have major medical problems, their bills are not taken care of by these companies. It is therefore important for these schools to make demands where necessary on behalf of students to take care of major health challenges that are beyond the immediate care of the school. This form of commitment is important to ensure the quality of well being of students in these schools.

In the study, both the community relations officers as well as the principals of community secondary schools sampled for the study agreed that the provision of health care services was given low extent attention by multinational companies as part of their corporate social responsibilities to students. The CROs only revealed that training of school medical personnel was provided for students and nothing more. On the other hand, the principals revealed in their responses that this too was carried out to a low extent. In terms of providing sanitary kits, equipping school clinics, carrying out theatre operations and de-worming exercise only existed to a low extent. This implies health-related issues are not given adequate attention by these companies as part of their corporate social responsibility towards students support.

The attention given to health-related issues affecting community secondary school students as part of the corporate social responsibility of multinational companies is still very low. Some of the students in these community secondary schools suffer from different health-related issues either as a result of pollution of the environment from

the activities of these companies or other natural or man-made health issues. Unfortunately, these companies pay very little attention to issues that relate to the health of students as part of their corporate social responsibilities. These companies, therefore, need to include the provision of health care services as part of their intervention in these schools as this has a lot to contribute to the education of these students.

Some companies are directly or indirectly involved in the provision of nutritional items for students in their host communities as part of their contribution to student health. This can be done by either directly providing nutritional items to the school or consulting an organization to do so as part of the contribution of the organization to the community in its CSR. These multinational companies however appear to be doing very little in these areas as the respondents also disagreed in their opinion on whether the school clinic is given material and personnel assistance to provide quality health care for students. The representative of the companies pointed out that they assist these students in this manner but the principals agreed otherwise that this assistance. These companies, therefore, need to beef up their commitment as part of their corporate social responsibility in this regard as this will benefit both the company and the community at large. Pointing out this fact, Adda *et al.*, (2016) pointed out in a related study that health contributions to the community contribute in reverse to the profitability of corporate organizations. These organizations, therefore, have a lot to gain by assisting these schools and particularly the students to take care of their health needs.

Furthermore, the study also showed that there was a significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to the provision of health care services for student support in community secondary schools in Rivers State. This outcome disagrees with the findings of a related study carried out by Efanga and Idante (2014) which showed a statistically significant relationship between educational costs and engagement in health-related activities and the demand for private secondary education in Akwa Ibom. This outcome suggests that these organizations are doing their best to support the health plans and programmes of schools and school personnel but this needs to be enhanced to the standard required by these school stakeholders to make the health support provided by these organizations as part of their CSR meaningful to all educational stakeholders and particularly the students who can barely meet their health and academic needs personally.

The extent to Which Multinational Companies Contribute to Skill Development for Students support in Community Secondary Schools in Rivers State

In the study, the grand mean score of 2.83 and 1.90 suggested that the CROs believed there was a high extent while the principals believed there was a low extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State. However, the average mean score of 2.36 suggested that on average, there was a low extent to which multinational companies contribute to skill development for students support in community secondary schools in Rivers State. There however appears to be a contrary position by

other researchers as the finding of the study by Samer *et al.*, (2018) showed that companies such as JAB maintain a high social responsibility sense toward the local community in the area of employment and training in their host community. This indicates that these organizations are committed to some extent to training and skill development in their host communities as part of their corporate social responsibility. The benefits of investing in training and skill development are mutual because both the organization and the community stand to benefit. This is because while the students in this regard are empowered with the skills needed for their support, the organization can benefit in return from these skills by employing some of these students in the future for their manpower needs.

The attention of multinational companies in the area of social responsibility seems to be pronounced in the area of skill development as part of their assistance to students. In their responses, the CROs revealed that these companies are involved in the construction of facilities where students can learn new skills, organizing skill acquisition programmes, mobilizing trainers to train students as well as partnering with the school to organize skill acquisition interactive sessions. All of these were provided to a high extent as indicated from the responses of the CROs but the principals agreed otherwise. This implies that very little is still done in these areas since it remains unnoticed by the school. The school, therefore, needs to partner with these companies in the identification of students areas of skill needs so that the right intervention can be provided.

The principals and CROs used for the study both agreed that in terms of the supply of skill development equipment, there was a low extent of intervention from the multinational companies. Skill development can only succeed when the needed facilities are available. However, if these facilities are not available or adequate, the development of student's skills will be difficult. These companies, therefore, need to give adequate attention to the supply of requisite facilities as this is essential for the success of the skill development among students.

The study has also been able to reveal that students are equipped with practical lessons sponsored by the company. These lessons which take different forms such as academic and non-academic are important for the development of the skill, knowledge and attitude of these students for personal and societal emancipation. Further findings from other studies have revealed that multinational companies often allow students to embark on familiarization tours for skill acquisition around the company's facilities. This familiarization tour gives students real-life experience of what they are likely to encounter when they step into the labour market. This is important for the skill advancement of these students. The skill acquired by the students from these training sets can provide a good ground for them to become entrepreneurs in the future. The efforts made by companies to students as part of their corporate social responsibility regarding skill and training cuts across different areas. In their study, Nwoba and Michael (2016) asserted that five companies have partnered with MIT to develop a US\$100 laptop for children in developing countries. These efforts are made by some of these companies to enable students to develop technical skills for students support and contribution to national development.

Similarly, in the responses of the respondents, it was indicated that there was a significant difference between the mean ratings of community relations officers and principals on the extent to which multinational companies contribute to skill development for student support in community secondary schools in Rivers State. However, this outcome slightly agrees with the finding of the study carried out by Ahmed and Usman (2018) where it was agreed that CSR of MNC does not translate to socio-economic development in the study area. Multinational companies, therefore, need to give regular and relevant attention to the empowerment of students especially in the area of skill development. This is an important part of the CSR obligations of companies to their host communities especially to students as this has diverse and multifaceted social and economic benefits to these students and the society in general.

Conclusion

The study concluded that the multinational oil companies contributed to a low extent to the provision of health care services and skills development for students support in community secondary schools in Rivers State. This implies that students who attend school in the community secondary schools where these multinational companies operate are not benefiting sufficiently from the operations of these companies. The implication of this is that these students may suffer from health-related issues and lack of requisite skill which may have a long term effect on the community. These companies, therefore, need to beef up their assistance as part of their corporate social responsibility to students in their various areas of operations.

Recommendations

The following recommendations were made in line with the findings of the study:

1. Efforts should be made by multinationals companies to construct quality health facilities in secondary schools in their host communities that can take care of the health need of students in these communities. These facilities should be equipped to take care of major and minor health problems among students. It will also help to reduce the cases of out of school students as a result of health-related issues.
2. These multinational companies should partner with these schools in the provision of internship as well as industrial training programmes for students where they can acquire relevant employment skills that will assist these students to be economically engaged either for personal or paid employment opportunities which will also promote their support aspirations.

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